**Transcontinental Railroad**

**Lesson Plan Format**

**Newspaper**

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_\_\_\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.12.2 Identify the reasons for the development of federal Indian policy and the Plains Wars with American Indians and their relationship to agricultural development and industrialization.

8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

SPI 0801.4.4 Primary or Secondary - Distinguish between primary (i.e., interviews, letters, diaries, newspapers, autobiographies, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies, informational texts).

0801.4.5 Reliability of Source - Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students learned about the geography of the Great Plains and the Sierra Nevada mountains. In the prior lesson the class discussed incentives for Westward expansion. Students observed a primary source newspaper article discussing several hardships faced by settlers who traveled west from the Atlantic States. Students located on a map natural resource deposits and analyzed two primary source documents the Homestead Act and the Pacific Railway Act to determine federal incentives for Westward expansion. Students have some computer knowledge. This lesson will provide guided practice for research in small groups.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will conduct research through several sources and investigate how the Transcontinental Railroad aided Westward expansion.
* They will examine what impact the railroad had on different groups of people from a variety of perspectives.
* Students will evaluate primary and secondary sources to gather information for their culminating newspaper project.
* Students will conduct an authentic task of newspaper journalists as part of the culminating unit project.
* Students will explore the different functions of newspaper journalism in small groups as they put together a classroom newspaper.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will create and put together a classroom Newspaper from collective assignments for each group. Students will be evaluated for understanding based on individual participation within the group activity. Each student will be assessed on his or her particular job with the newspaper, i.e. the photographer will be assessed on his or her picture choice, does the picture accurately represent the group being studied? Do the captions cite sources? Does the student posses an in depth understanding of the situation? Did the student accurately fill out the evaluation worksheet that will be provided? A grading rubric will be provided to the students ahead of time.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Newspaper template: <http://interactives.mped.org/view_interactive.aspx?id=110&title>=:

Each group will be provided a list of reputable web sites specific to their assigned groups:

<http://cprr.org/Museum/index.html> Provides links to several primary sources, newspapers from the time, surveys, reports, photos, biographical notes, legislation and accounts from railroad workers.

Five W’s graphic organizer

Photo analysis worksheet

Research databases for small groups:

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

I will initiate the lesson by displaying a time period newspaper. I will provide direct instruction as we go over the graphic organizer, photo analysis worksheet and formula to write a news article. I will use an example from each perspective group.

I will provided guided instruction when the small research group activity begins.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will provide the class with a recent newspaper describing each section. I will then display a copy of the New York Times dated May 10, 1869. Article titled “East and West: Completion of the Great Line Spanning the Continent.” I will read the article to the class. I will then let the class brainstorm and vote on a name for the title of the classroom newspaper.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Mini lesson: Newspaper jobs overview. I will discuss the five W’s of a reporter’s job, and guide the students to websites which provide primary and secondary information for each group. ([Link to graphic organizer of the 5 W’s](http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf)) The reporter’s job will be to write a news article. ([Link to formula for news article](http://quest.arc.nasa.gov/aero/wright/teachers/pdf/language/Newspaper_Article.pdf)) The correspondent’s job will be to journal a day in the life of the assigned group through the use of primary sources, the photographer’s job will be to research the story behind an authentic photograph ([link to photo analysis worksheet](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)). I will explain the role of the advertiser. Students can choose their topic for an advertisement, want ad or an advertisement of a relevant artifact for sale. They can even provide an advertisement to boycott or a call to organize for better conditions. Each group will be required to submit one article, journal entry, editorial, photograph and advertisement.

Mini lesson: Evaluating sources. I will give a lecture on evaluating internet sites and documents as reliable sources. I will discuss how to determine, authority, accuracy, objectivity, coverage, and currency. I will also discuss the difference between primary and secondary sources. To assess students understanding of the evaluating sources mini lesson, I will provide them with a source evaluation activity.

After both mini lessons students will be divided into small groups:

* [Railroad promoters](Railroad%20Promoters.docx)
* [Pioneer Settlers](Pioneer%20Settlers.docx)
* [Native Americans](Native%20Americans.docx)
* [Immigrant workers](Immigrant%20workers.docx)
* [Government/ Military](Government%20Military.docx)

Each group will receive a packet with pictures and links to websites that provide primary and secondary sources specific to the group they are researching. (click on highlighted group to see links and questions to consider for each group.) During this lesson each student will be required to select three sources from which they will conduct their research.

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With the use of the over head, the entire class, under my direct instruction, will go over one example from each group. This will allow for students to view proper format of their group projects while being exposed to the varying perspectives from different peoples during Westward expansion and railroad construction.

After the class views and discusses the examples they will be divided into their own groups and I will a lot time for guided practice to individually assist each group as they begin their independent research and acquire their three sources. I will have some documents from the various web sites printed out in case individual access to computers is limited. This way every student from each group will have access to primary sources.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will add printed primary source documents, 5 W’s graphic organizers and the photographer will add their photo analysis worksheet to their individual portfolios. Each student should choose their three sources to complete their research. They will save all computer research to a share drive. They will complete and turn in the evaluating resources activity worksheet.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | Student has difficulty with reading | This group project provides various tasks that ensure all learning styles are covered. If the student has reading difficulties he or she can choose a newspaper job tailored to his learning style. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

Photo analysis worksheet

[worksheets/photo\_analysis\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)